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SPECIAL INSTRUCTIONS FOR PRINTING HANDOUTS TO PHOTOCOPY

Whenever pages from the ECR 3-5 Literacy Training curriculum will be photocopied in black-and-white for distribution to participants, the master pages must be printed in black-and-white. DO NOT PHOTOCOPY A COLOR PAGE. PHOTOCOPYING A COLOR PAGE WILL NOT PRODUCE THE BEST QUALITY DOCUMENT. To create the best masters for photocopying, check your printer options and set it for black-and-white output, or notify your printing company (AEA, local print shop, Kinko's or other quick-printer) to set the output options for black-and-white-only printing.

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3-5 yrs WRITING Every Child Reads

Principle 3: Meaningful Writing Experiences

Early Learning Standard

- Children engage in early writing experiences

Benchmarks


- Children will attempt to communicate with others using scribbles, shapes, pictures, and/or letters to write
- Children will tell others about intended meanings of drawings and writing

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3-5 yrs WRITING Every Child Reads

Principle 3

- Children need to engage in meaningful writing experiences
 - Provide materials for writing
 - Structure play areas and activities to encourage writing
 - Model and explain writing tasks



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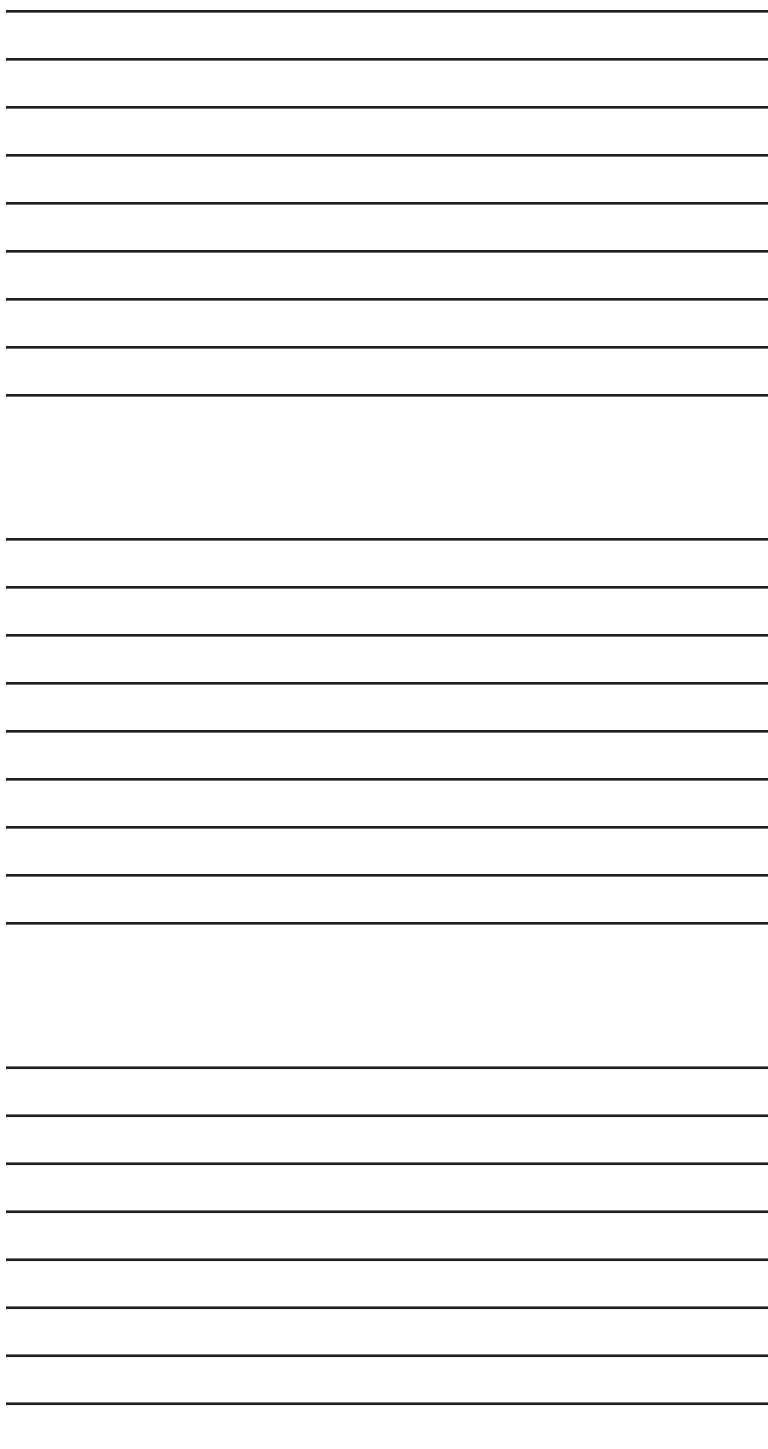
3-5 yrs WRITING Every Child Reads

Partner Discussion

- What do you do to encourage writing?
- What has worked or not worked?
- What are some ideas you might try?

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Setting Up a Writing Area

Writing Area <ul style="list-style-type: none"> • Defined by walls using low shelves • Space large enough for at least four children to use at the same time • Quieter area of room • Good lighting • Carpet or small area rug • Small table and chairs • Desk and chair like an office 	Writing Surfaces <ul style="list-style-type: none"> • Lap or wall chalkboards • Magic Doodle • Dry-erase board • Large strips of paper on the wall • Poster board with a writing tool attached by a long string • Blank books in various sizes • Paper (different sizes, colors, textures, lines; stationary; graph, etc.) • Notepads and notebooks • Index cards (colored, lined, sizes)
Tools for Writing <ul style="list-style-type: none"> • Chalk (sidewalk, chalkboard, white and colored; remember to use 1/4-inch size) • Markers (thick, thin, design-type, washable, nontoxic) • Crayons (remember to use 1/4-inch size) • Pencils (big, thin, colored, or lead) 	Props <ul style="list-style-type: none"> • Stapler, hole punch, yarn (bind books) • Scissors, tape, glue, paste • Stamps and stamp pads • Clipboards, brief case, folders, mail bag, mail boxes • Envelopes, junk mail, calendars • Coupons, greeting cards • Receipt books • Alphabet manipulatives (patterns, chart, stamps) • Typewriter or computer

Reference

Training Guides for the Head Start Learning Community. Emerging Literacy: Linking Social Competence to Learning (1977).



Let Children Write

Encouraging Literacy in Play Areas

Post Office <ul style="list-style-type: none"> • Rubber stamps to stamp envelopes received • Address labels to place on envelopes • Rubber stamps to stamp return addresses on envelopes 	Library <ul style="list-style-type: none"> • Sign-in/out sheet • Bookmarks to write your name • Stamp to stamp due date • List of books needed • Overdue notice
Bookstore <ul style="list-style-type: none"> • Posters of books available • Cash register receipts • Stick on price tags • List of books requesting • Pad of sales slips 	Restaurant <ul style="list-style-type: none"> • Menus, notepad and pencil, microphone • Play money • Cash register receipts • Serving tray and food containers
Office <ul style="list-style-type: none"> • Message pad, pencil, and phone • Appointment book and pencil • Trays for holding "To Do Immediately" and "To File" • Brochures and pamphlets to send to friends • Calendars 	Home Sweet Home <ul style="list-style-type: none"> • Pencil and notepad to make grocery list • Sale advertisement of the week for groceries • List things must do to clean house • Cookbooks • Magazines • Newspapers
Additional Ideas	Additional Ideas



Practice/Reflection Log

Example: Providing Opportunities for Children to Scribble, Draw, or Write

Name Shannell Doe Date Due 7/24/06

Directions: Please find your class/home photos or diagram and your peer partner. Decide on three things you can add to your setting that will provide more opportunities for children to scribble, draw, or write. Later, reflect on your observation of the children's responses.

Date	Scribbling, drawing, or writing materials, activities, or play areas I will add	What I learned/observed from children's responses	Now I have this question...
7/20/06	<p>Communication Center</p> <ul style="list-style-type: none"> - Mailboxes for kids (use cardboard shoe rack for mailboxes) - Stickers for stamps - Stamp with date for postmark - Address labels - Crayons to write letters/ pencils <p>Grocery Store</p> <ul style="list-style-type: none"> - Bags from stores - Play (toy) cash register - Notepad/pencil for shopping list - Grocery store advertisements <p>Little Putt-Putt</p> <ul style="list-style-type: none"> - Toy golf clubs - Plastic cups - Yarn to outline course - Score card/pencil 	<p>Children had fun drawing pictures for other friends and putting mail in mailboxes. They really liked stamping the date on envelopes!</p> <p>Kids enjoyed looking through store advertisements to make their shopping list. They were buying ice cream, watermelon, chips, and hot dogs (season was Fourth of July!). They really had fun scribbling down their lists of things to buy.</p> <p>Made a miniature golf game and had children make marks on scorecard for putting/swinging the club. This was a big hit!</p>	



Opportunities

to Model or Demonstrate Writing

Writing during daily routines

- Model writing during the daily opening by writing the month, day, or date.
- Demonstrate writing using labels, lists, signs, and charts (previously reviewed in Principle 1: Print Awareness).
- Ask children to read the signs or labels after you have written them.

Writing during children's play experiences

- Model writing messages related to play such as taking orders at a restaurant, sorting letters at the post office, or writing the address of the 911 fire emergency!
- Children might want to leave a message for other children asking them to leave the block structure alone (PLEASE SAVE).
- Adults and children might want to write rules for handling new baby chicks.
- Adults might want to write instructions for children to make a specific project such as a paper airplane, a puppet from a bag, or an animal from a paper plate.

Variations of writing using children's names

- Presence/Absence—Adult writes down names of children present/absent.
- Choice—Adult writes names of children choosing the block or writing center.
- Vote—Adult writes names of children voting to eat red apples or yellow apples.
- Decision—Adult writes name of children deciding to make a bag puppet.





Practice/Reflection Log

Example: Modeling Scribbling, Drawing, or Writing

Name Shannell Doe Date Due 7/24/06

Directions: Write three more times you will model scribbling, drawing, or writing. Also, write what you will do/say to model writing. Later, reflect on your observation of the children's responses.

Date	List 3 more times you will model writing and describe what you will do/say	What I learned/observed from children's responses	Now I have this question...
7/20/06	<p><u>BEFORE</u> reading story— Write character's names on strips of paper</p> <p><u>DURING</u> reading of story— Draw picture of each character beside name on strip of paper</p> <p><u>AFTER</u> reading of story —Draw picture of main idea of story, label important character on picture. Example: "Who Sank the Boat" book, draw a picture of boat, dock, and water with arrow pointing to mouse. Write word mouse.</p>	<p>Children noticed some names were long and others short.</p> <p>They thought my pictures were funny but picked out the names easily.</p> <p>Had children make their own pictures of the story and they really got the idea of the boat sinking.</p>	



Participant Class Evaluation

Trainer _____ Date _____

List the last four digits of your Social Security number: _____

1. I learned...

2. I liked...

3. I would suggest changing...

4. Comments...